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ABSTRACT

The New York City Adult Literacy Initiative served 54,568 adults in sponsored classes in fiscal 1990-91. The program is administered through six agencies, including the public schools, City University of New York, a community development agency, and three public library systems. The Literacy Assistance Center was established to provide technical assistance and centralized support services and keeps a database on all participating students and programs. Literacy classes are held in 341 sites throughout the city. Most students are enrolled in basic education and English as a Second Language, and others attend basic education in their native languages and math classes. Flexible scheduling, varied instructional methods, and supporting services characterize programs within the initiative. The annual program report contains summaries and data concerning the following aspects of the initiative: student demographic characteristics (ethnic group, gender, age); diversity of offerings; enrollments by subject area, literacy provider agency, and instructional level; instructional and contact hours, by program; workplace literacy needs and participant employment patterns; quantitative achievement gains and other measures of program success; program cost; anticipated new directions for the initiative; and challenges. A list of participating agencies' addresses is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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THE NEW YORK CITY ADULT LITERACY INITIATIVE

Final Report 1990-91

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THE NEW YORK CITY ADULT LITERACY INITIATIVE

FINAL REPORT 1990-91

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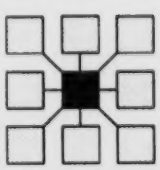

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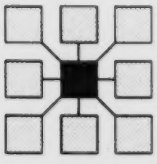

March 1992

This report has been prepared under a contract with the Office of the Mayor, the City of New York, and the New York State Education Department, as part of the support service component of the New York City Adult Literacy Initiative.

Additional funding for this report was provided by the New York Times Company Foundation, Inc.

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PREFACE

The world in which we work to provide quality literacy education in New York City is changing rapidly. The demand for service is growing and the resources to meet the demand are shrinking. Yet, within this stressful environment, the programs that comprise the New York City Adult Literacy Initiative have responded expertly to the challenge of meeting the educational needs of adult new readers and writers.

In the program year 1990-91, many literacy programs have concentrated efforts on a number of new directions in adult basic education. Some examples include alternative means of measuring student progress, increasing multicultural awareness, and adding family literacy and workforce literacy curricula.

These and other approaches to meeting the varied needs and expectations of adult literacy students must be applauded. They represent the ability and creativity present in adult basic education students, practitioners and administrators who together grapple with difficult educational issues and continue to seek more effective means of providing quality literacy education.

In addition to describing innovative directions in literacy programs, *The New York City Adult Literacy Initiative Final Report 1990-91* presents information on the scope of the Initiative's activities during the year. In the 1990-91 program year, 54,568 adults attended classes sponsored by the Initiative. A demographic profile of these students is presented, as is information on their enrollment patterns in English for Speakers of Other Languages (ESOL), Basic Education (BE), Basic Education in the Native Language (BENL) and Math classes. This report also includes information on student progress, academic gains and employment patterns.

This report has been prepared by the staff of the Literacy Assistance Center, based on data furnished by the literacy providers whose programs are funded by the New York City Adult Literacy Initiative. These providers include the New York City Public Schools, the City University of New York, the Community Development Agency and the public libraries of New York, Queens Borough and Brooklyn. The staff at the LAC gratefully acknowledge the work of the provider agencies and their program staff in collecting the data and in responding so generously to our requests for clarification and additional information.

Many people have contributed to this report. We especially thank Peter Nwakeze who served as its principal author, Cristina Di Meo who served as research assistant and Ed Noriega who completed the design and layout.

Karen Pearl
Executive Director

INTRODUCTION

"Education is the living concept of learning." *Excerpt from a poem by a NYCALI student*

The New York City Adult Literacy Initiative (NYCALI) has helped thousands of adult students to enhance their literacy and English language skills. During fiscal year 1990-91, 54,568 adult learners were served in classes sponsored by the citywide initiative.

The New York City Mayor's Office of Education Services and the New York State Education Department jointly fund and oversee the Initiative, which is organized through six literacy provider agencies (LPAs): the New York City Public Schools (NYCPS), the City University of New York (CUNY), the Community Development Agency (CDA) and the three New York City public library systems (New York, Queens Borough and Brooklyn Public libraries). The Literacy Assistance Center (LAC), established to provide the Initiative with technical assistance and centralized support services, maintains a data base on all students and programs in the Initiative, offers a hotline for citywide referral services and provides staff development and system-wide research.

Literacy programs are held in a variety of sites throughout the city. Two hundred and fifty-two program sites are run by the New York City Public Schools with 70 of these located in public school buildings. Forty community–based organizations operate programs under the auspices of the Community Development Agency. Programs operated by CUNY are located at 14 different college campuses in all five boroughs. Classes and tutorials are offered at 35 branch libraries. The majority of students are enrolled in Basic Education (BE) and English for Speakers of Other Languages (ESOL) classes; other students attend Basic Education in the Native Language (BENL) and math classes.

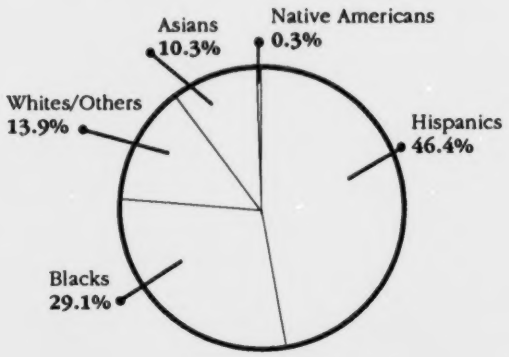
Initiative programs strive to accommodate all adult learners by being flexible in class scheduling and utilizing a variety of instructional methodologies. In addition to day classes, there are evening and weekend classes to accommodate the varied scheduling needs of students. Different instructional frameworks, including conventional classes, small groups, individualized tutorials and independent study laboratories with computer-assisted instruction are offered to meet the diverse learning needs and styles of students. Programs provide supportive learning environments for Initiative students who bring a wide range of experiences, expectations and social backgrounds to the programs they attend.

DEMOGRAPHICS

"When I was young I didn't have much schooling because I had to help out with the family. Now I'm going to evening school to learn to read and speak better English. Since I've been going to English school I've learned to write better." NYCALI student

NYCALI students come to programs with differences in demographic characteristics and educational experiences. During the 1990-91 fiscal year, 54,568 students from over 115 countries studied in the New York City Adult Literacy Initiative. Below are some highlights of their demographic characteristics.

ETHNICITY



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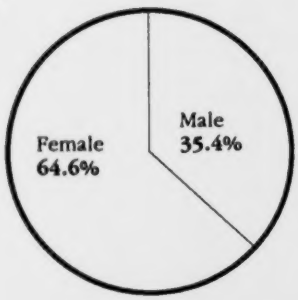
Hispanics and Blacks constitute the largest proportion of students in literacy programs; 46.4% of the students are Hispanic and 29.1% are of African descent. Whites and Native Americans constitute 13.9% and 0.3% respectively of the entire student population. Compared with the 1989-90 data, the percentage of Blacks and Native Americans in programs has remained almost the same. The proportion of Hispanics declined from 49.7% to 46.4% and that of Whites increased from 10.6% to 13.9%.

GENDER



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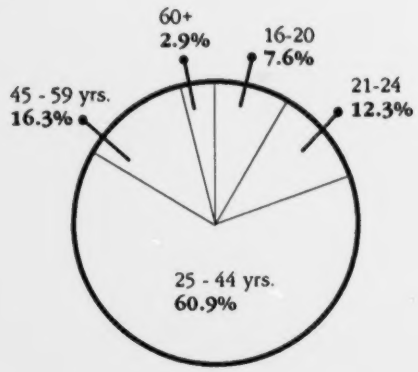
The student population continues to be overwhelmingly female. In both 1989-90 and 1990-91, over 60.0% of the adult learners in programs were female.

AGE



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The majority of students are between 25-44 years old. Approximately three out of five students (60.9%) fall within this age range.

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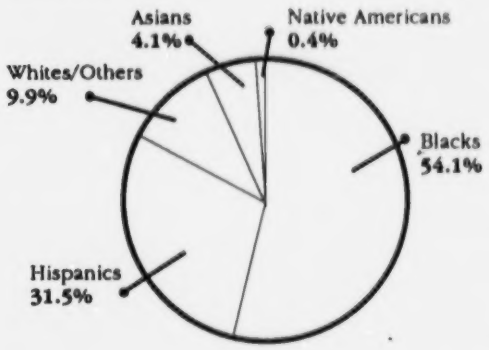
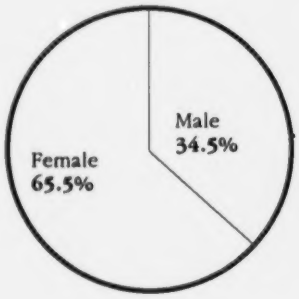
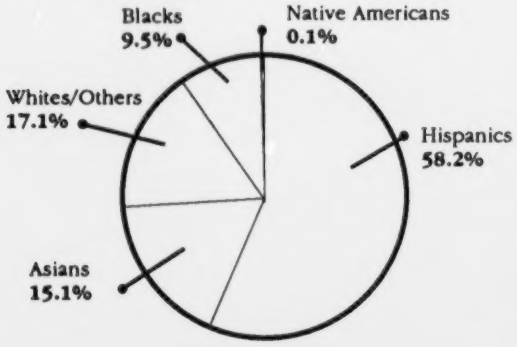
ETHNICITY—BE



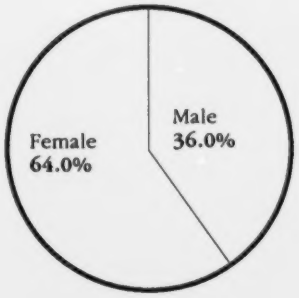
GENDER—BE



ETHNICITY—ESOL



GENDER—ESOL



A little more than half of the BE students (54.1%) are of African descent, and one–third are Hispanic.

The majority of ESOL students (58.2%) are Hispanic; 17.1% are White, 15.1% are Asian, 9.5% are Black and 0.1% are Native American.

Women represent greater proportions of students in both BE and ESOL programs. Almost two–thirds of both populations are female.

PROGRAM DIVERSITY

The Initiative's programs are designed to accommodate the complex and different interests of adult participants with unique life experiences and varied expectations. To accomplish this goal, programs are offered in all five boroughs. Day, evening and Saturday classes for adults who want to improve their literacy skills are available at public schools, public libraries, community-based organizations, college campuses and other service centers.

Teachers use various instructional models and strategies to sustain students' interests and match their learning styles. For example, students have the opportunity to learn in conventional classes and small groups, to sign up for individual tutorial sessions or to engage in independent study in laboratories with computer-assisted instruction.

Furthermore, some literacy programs have established a variety of support services for adults with special needs, such as senior citizens, troubled youth, ex-offenders, workers at their job sites and people with disabilities.

"I am learning to read and write, and sometimes it feels good when I pick up something and read it myself. Reading makes me happy."

NYCALI student

PROGRAM ENROLLMENT

"I want to learn to read. I want to read books. I want to read street signs. I also want to get a driver's license. I want to learn to fill out application forms, too." NYCALI student

Each year, the Initiative provides literacy classes in Basic Education (BE), English for Speakers of Other Languages (ESOL), Basic Education in the Native Language (BENL) and math to more than 50,000 New York City residents.

The primary goal of BE instruction is to improve the reading and writing skills of students who test below the ninth grade level on the Test of Adult Basic Education (TABE). Many BE programs include instruction in math as well. Performance on the TABE is used to place students in one of four instructional levels. Some programs also use individualized intake assessment procedures to gauge student abilities.

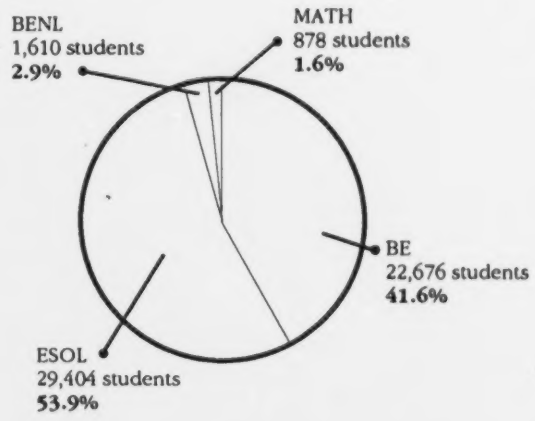
ESOL instruction aims to improve the English speaking skills and listening comprehension of students who are non-native speakers of English. Many programs include reading and writing instruction as well. Programs place learners in one of four levels of instruction depending on their performance on a standardized oral/aural test (John Test).

BENL instruction is designed to improve reading and writing skills of students in their native language. Students' placement in BENL classes is determined by the California Test of Basic Skills (CTBS) for Spanish speakers, and by alternative methods for speakers of other languages. For students without strong literacy skills in their native language, BENL instruction can facilitate the development of English language and other academic skills by providing a literacy base in a known language.

During the 1990-91 program year, the great majority of adult learners were enrolled in Basic Education (BE) and English for Speakers of Other Languages (ESOL) classes. ESOL students made up the highest proportion of learners in programs, with 53.9%, followed by BE students with 41.6%. An additional 2.9% of students were enrolled in BENL classes, and 1.6% of students were enrolled in math classes.

Initiative programs continue to concentrate efforts on adult learners most in need of services; that is, those who test at a pre-GED (below ninth grade) level. Due to the diversity of adult learners in New York City programs, classrooms of each type and level of instruction are very likely to contain students with a variety of educational backgrounds and experiences. The following chart contains data on total enrollment in NYCALI programs, which comprise the New York City Public Schools, the City University of New York, community–based organizations and the three public library systems.

BE, ESOL, BENL AND MATH ENROLLMENT



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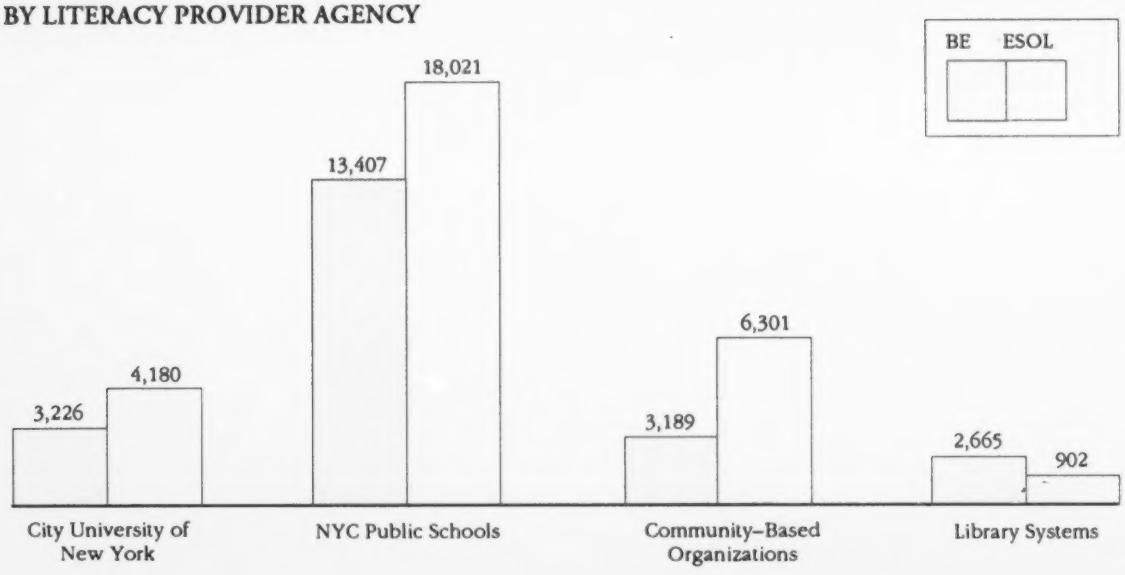
BE AND ESOL ENROLLMENT BY LITERACY PROVIDER AGENCY



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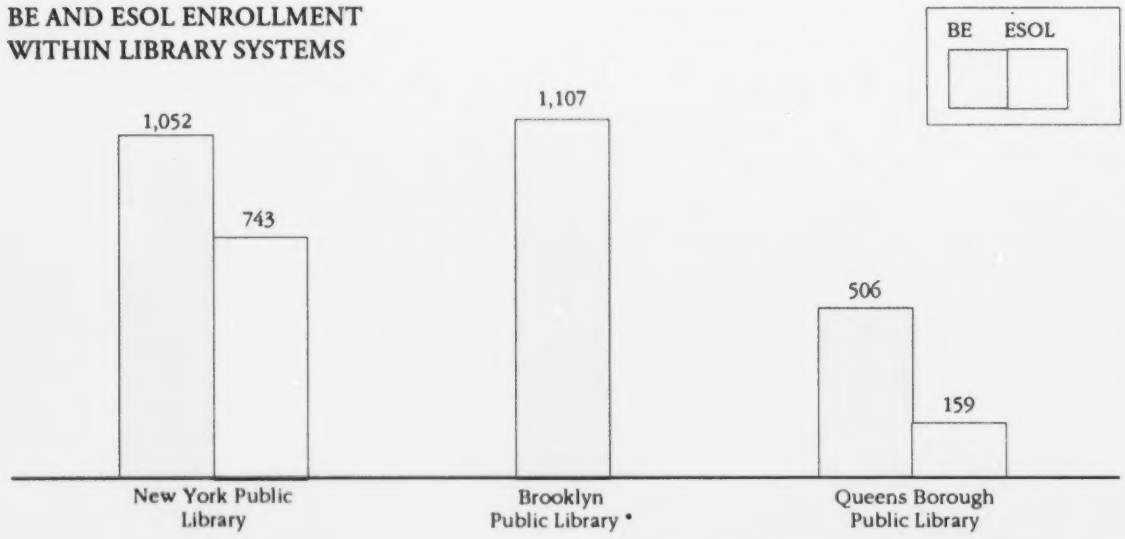
BE AND ESOL ENROLLMENT WITHIN LIBRARY SYSTEMS



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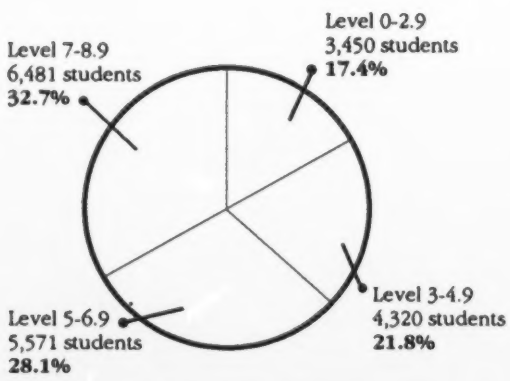
* Brooklyn Public Library contributes library space for 199 ESOL students whose instruction is provided by the New York City Public Schools.

BE INSTRUCTIONAL LEVEL



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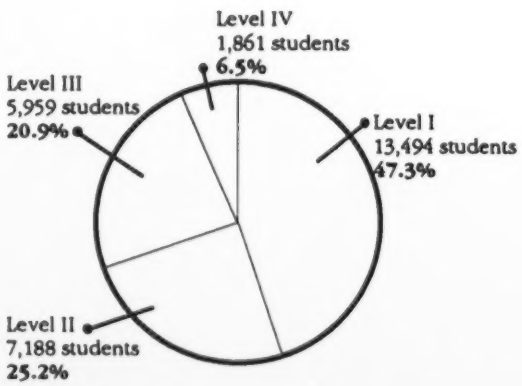
A greater proportion of BE students are at the two higher instructional levels, while the reverse is true with ESOL students. For example, 60.8% of BE students are in levels 5 to 8.9 while only 27.4% of ESOL students are in the III to IV instructional levels.

The great majority (72.5%) of students in ESOL programs study in the two lower instructional levels (I and II).

ESOL INSTRUCTIONAL LEVEL



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Data for the above charts on instructional level and the following charts on instructional hours and contact hours do not include information from the three public libraries because they are not required to administer the TABE test which determines instructional level.

INSTRUCTIONAL HOURS AND CONTACT HOURS

Instructional hours refer to the number of hours of instruction offered by programs, while **contact hours** represent the number of hours students actually attend instruction. For example, a three-hour class attended by 10 students would be described as having three instructional hours and 30 contact hours.

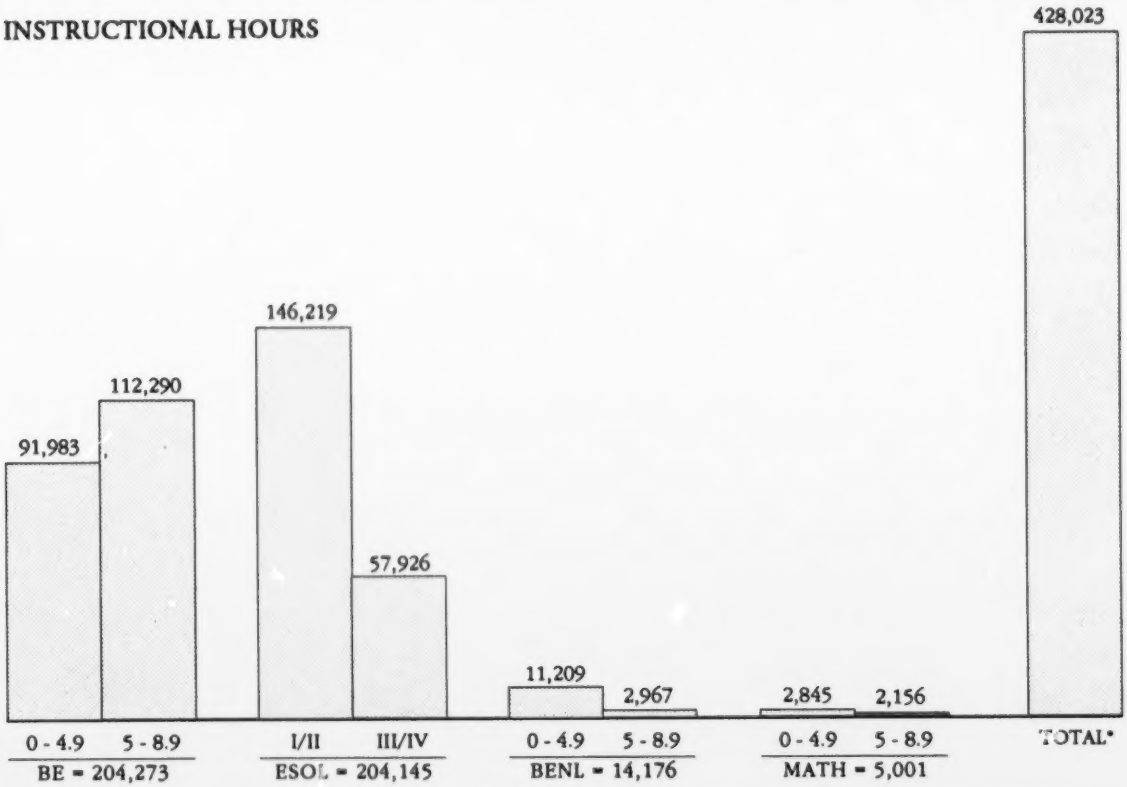
During the 1990-91 program year, a total of 428,023 instructional hours were provided by the New York City Adult Literacy Initiative. This represents an additional 35,172 hours over the total instructional hours provided last fiscal year.

Overall, 6,030,190 contact hours were measured, representing the number of classroom hours students spent in the pursuit of their literacy objectives. The number of contact hours shows about an 8% increase over last fiscal year's figure. This suggests a strong determination on the part of program staff to serve students even as their operating budgets were reduced.

"I have so many goals that I want to reach. I know that I will reach it because I am not giving up and when I make up my mind I must do it. I won't rest until I do it."

NYCALI student

INSTRUCTIONAL HOURS



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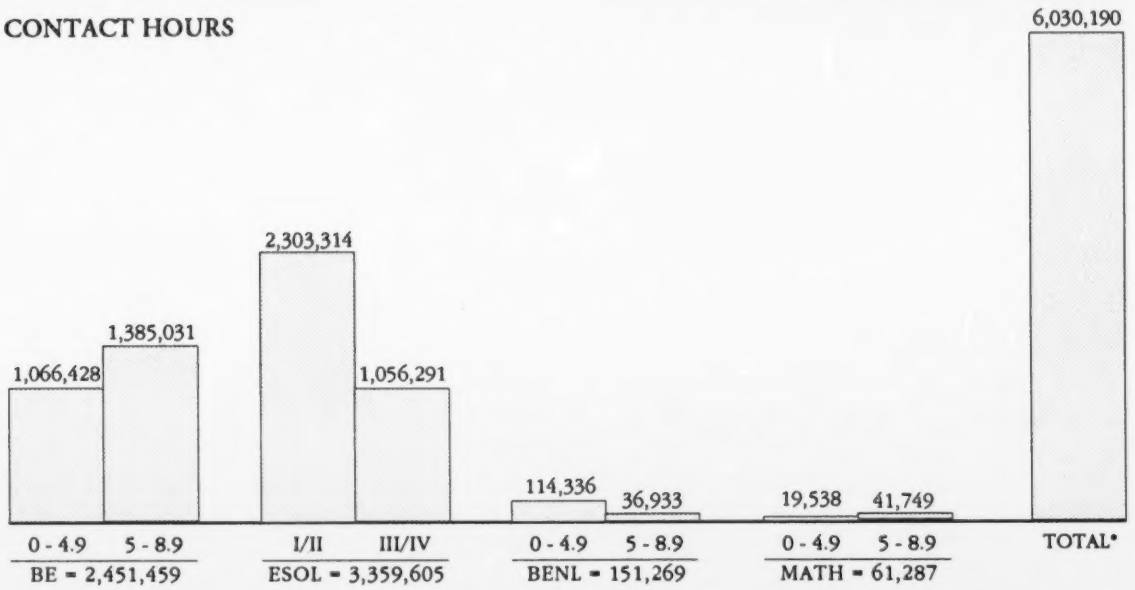
The above graph shows that programs offered more instructional hours to students at the lower levels of ESOL, BENL and math, indicating that instructional efforts are concentrated at the beginning levels. The reverse is the case in BE programs where there are more instructional hours at the upper levels. It should be noted, however, that there are more instructional hours *per student* at the lower levels of BE, BENL and math classes. Students at all levels of ESOL, on the other hand, receive almost equal numbers of instructional hours.

* The total number of instructional hours exceeds the hours shown by instructional level by 428 because instructional hours offered in labs have been included in the total.

CONTACT HOURS



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On average, BE students at the lower instructional levels (0–4.9) attended classes for 137 contact hours each as compared with BE students at the higher instructional levels (5–8.9) who attended 115 hours each. These figures indicate that students at the lower instructional levels attended an average of 22 hours more of instruction than their counterparts at higher instructional levels.

Conversely, on average, ESOL students at the higher instructional levels (III–IV) attended classes for 135 contact hours each as compared with ESOL students at the lower instructional levels (I–II) who attended 111 hours each. These figures indicate that students at the higher instructional levels attended an average of 24 hours more of instruction than their counterparts at lower levels.

There were approximately 12 students per instructional hour at all BE instructional levels.

There were approximately 16 students per instructional hour at all ESOL instructional levels.

* The total number of contact hours exceeds the hours shown by instructional level by 6,570 because contact hours offered in labs have been included in the total.

LITERACY AND EMPLOYMENT

"I am learning to read and write. Someday I will get my GED. I want to get a good job and be independent." NYCALI student

With the increasing perception of demand for basic skills in the workplace, adult learners, practitioners and policy makers share the hope that participation in adult education will enhance employment prospects for students. Although adults in literacy classes enter with a variety of goals, many report the desire to obtain new jobs or to advance on current jobs as one of their major reasons for participating in programs. In some programs, classroom instruction is designed to reflect employment concerns of adult learners by using materials relating to actual workplace tasks. A number of programs offer support services and classroom instruction aimed at helping learners develop necessary job-seeking skills such as writing resumes and preparing for job interviewing.

NYCALI programs are participating in the on-going partnership between the state, city and federal governments to prepare public assistance recipients for gainful employment. Of the adults who enrolled in Initiative programs during the 1990-91 fiscal year, 10,459 (about 21%), were welfare recipients[1]. During the past program year, NYCALI worked with the New York City Human Resources Administration to implement new initiatives such as Invitation to Independence Centers and the BEGIN language program, both funded under the Family Support Act legislation.

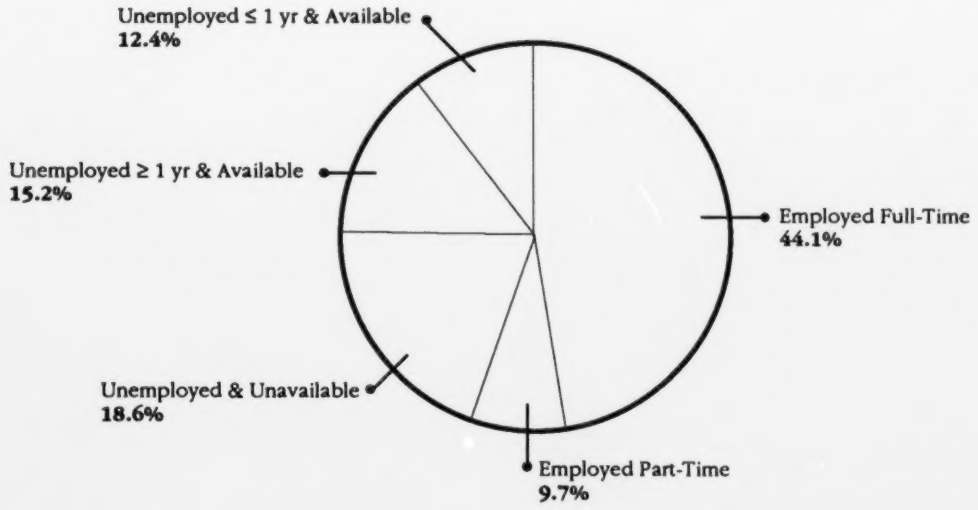
During the 1990-91 program year, 46.2% of adult learners in the Initiative were unemployed, and 53.8% were employed.

[1] This number does not include students in programs designed specifically with funding from the Family Support Act legislation such as the BEGIN language program.

While students are not systematically asked about employment-related measures of success, many volunteered this information to their teachers and program managers. In fiscal year 1990-91:

3,311 students reported obtaining new jobs; 1,928 students reported obtaining better jobs; and 500 students removed themselves from public assistance.

ADULT STUDENT EMPLOYMENT STATUS AT THE TIME OF ENROLLMENT IN PROGRAM YEAR 1990-91 *



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* This chart does not include employment data from the three public library systems, which are not required to collect this information.

MEASURES OF SUCCESS

During the past program year, of 104 students, 31 obtained jobs; 26 were removed from public assistance; 8 registered to vote for the first time and 7 obtained a high school equivalency diploma. Final Report from a NYCALI program

Progress among adult learners can be measured in various ways.

While gains in standardized tests, such as the TABE and the John Test, are easily demonstrated statistically, other indicators of students' progress are difficult to capture in numbers.

Using the standardized measures, gain among students in the Initiative is defined as an improvement of .5 or more in grade level on the TABE (for BE students) and an increase of 10 or more points on the John Test (for ESOL students).

> ***About 61% of BE students who were post-tested registered gain and approximately 50% of their counterparts in ESOL also registered gain.***

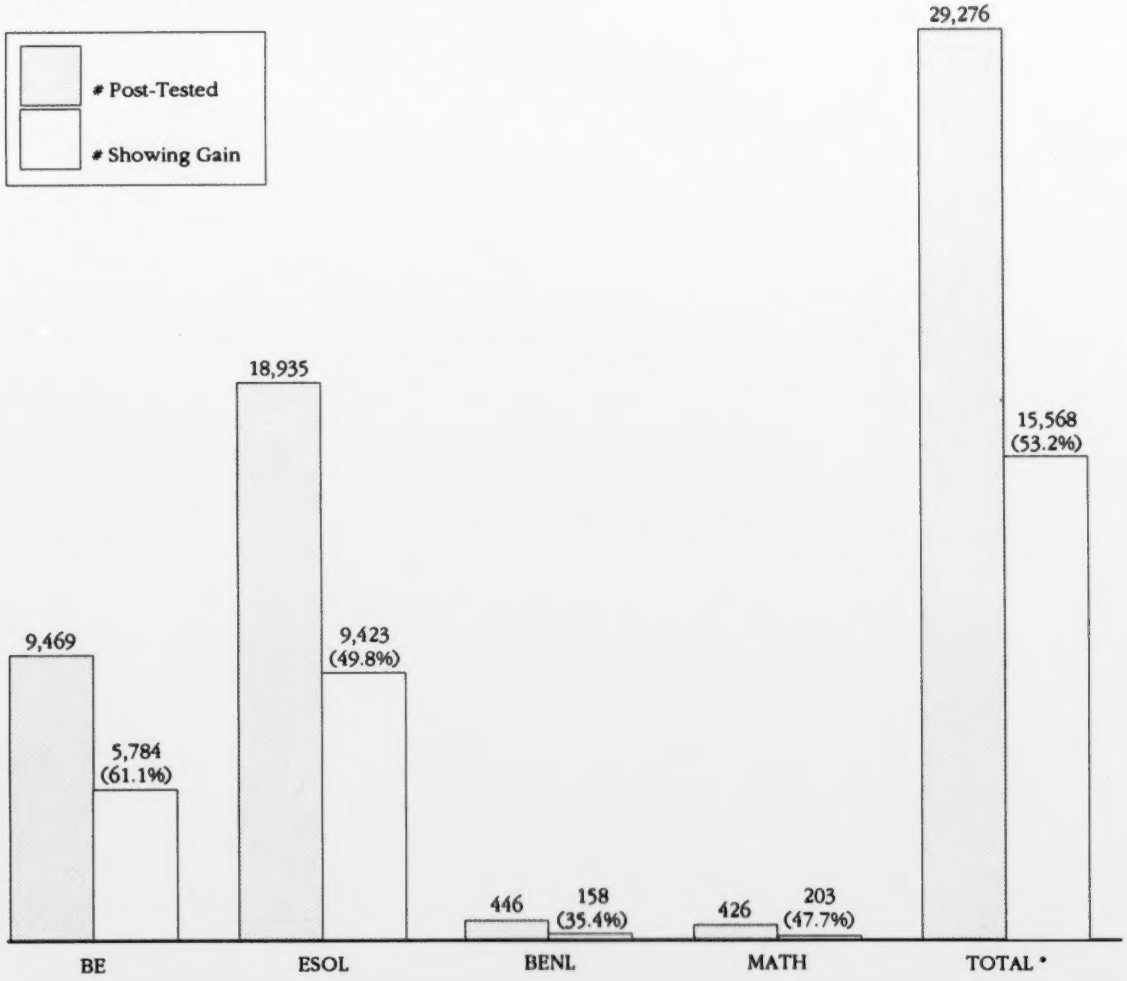
The limitations of standardized tests as a single measure of student ability and progress are widely recognized. Other forms of progress, although not systematically recorded, have been noted by adult learners and literacy practitioners working in Initiative programs. For example, during the 1990-91 program year, hundreds of students reported registering to vote, becoming U.S. citizens, securing employment, gaining promotions on current jobs and supporting themselves without public assistance. Thousands advanced from ESOL to BE classes, from BE classes to High School Equivalency programs and obtained their General Education Development (GED) Diploma.

Data from interviews with NYCALI students further highlight other positive effects of program participation on their lives. Almost all students reported that participation in a literacy class helped them to improve their reading, writing, math and English speaking and listening skills. Many indicated that participation enhanced their ability to communicate with their doctors or their children's teachers, to read to their children and to help children with homework.

In recognition of the more intangible, yet rich aspects of progress, many practitioners continue to search for alternative forms of assessment to help document progress in adult education.

"At first I would go and would have to bring my son to explain, now I can speak more and understand more." NYCALI student

STUDENTS SHOWING TEST GAIN



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* This chart does not include information on test gain from the three public library systems since they are not required to collect such data.

PROGRAM COST

"When I start this reading and writing class I thought that I would never learn nothing, but now I am glad and very happy with myself and my job. I know if medication is to take with milk or food. I can read the bottle." NYCALI student

Overall, the State and City of New York provided $32,281,385 to all programs in the Initiative during the 1990–91 fiscal year. The sum of $27,943,463 went to the City University of New York, the New York City Public Schools and community–based organizations offering literacy services to adult learners. Of this amount, $23,297,157 (83.4%) went directly to providing instructional services. Based on the full allocation of funding to these agencies:

The average cost per instructional hour was $65.28.

The average cost per contact hour was $4.63.

The average cost per student was $549.94.

A total of $2,708,330 was allocated to the three public library systems to provide small–group, individual and computer–based instruction, as well as other direct services to adult students. During fiscal year 1991, the public libraries provided a total of 42,569 computer hours to 4,395 users and circulated 132,291 books and related materials to adult learners.

The remaining $1,629,592 was used to provide additional coordination and support services to all literacy provider agencies. Some of these services were provided by The Literacy Assistance Center, including hotline referral services for incoming students and volunteers, data collection and analysis, dissemination of research reports, technical assistance and staff development.

"Being here [in the program] has helped me a lot, not just in reading and writing, but it has given me a new hope in life. It's like a new light to my heart."

NYCALI student

NEW DIRECTIONS IN NYCALI PROGRAMS

"This program has helped me to better myself, and become more independent."
NYCALI student

NYCALI programs have demonstrated great creativity in meeting the diverse literacy needs of adult learners in our dynamic and fast-changing city. Several programs are involved in special initiatives that recognize new developments in education, as well as the varied needs and experiences of learners. Examples include, but are not limited to, developments in areas of assessment, multicultural awareness, family literacy, workplace literacy, and reading and writing instruction. In addition, New York City's literacy provider agencies are actively involved with outside providers in projects designed to help adults with limited education improve their literacy and job skills. Below are some highlights of new directions and creative initiatives implemented during the 1990-91 program year.

FAMILY SUPPORT ACT

NYCALI programs have worked jointly with other service providers in implementing certain aspects of the Family Support Act (often referred to as Welfare Reform). This Act requires selected recipients of Aid to Families With Dependent Children (AFDC) to participate in selected work training and educational programs to improve their literacy and job skills, with the ultimate goal of obtaining employment and becoming financially self-supporting. This year, NYCALI programs worked closely with the New York City Human Resources Administration, Department of Employment, Mayor's Office of Education Services and the New York State Education Department, among many others, in providing effective literacy instruction to AFDC recipients involved in this specially-funded initiative.

"While the new forms of the TABE test has been put into place, we consider this standard test to be only one evaluative piece. It does not adequately indicate a student's achievement in development of critical thinking, ability for self-expression or feelings of self worth."

Education Director, a NYCALI program

ASSESSMENT STRATEGIES

Development of assessment strategies more appropriate to the special needs of adult learners continues to receive wide interest and support from a broad range of literacy practitioners. Examples of alternative assessments being examined by various programs include the use of portfolios, dialogue journals, student self-assessments, teacher observations and narratives discussing student progress. Designed to provide instructors and students with a richer and more individualized picture of progress, these techniques help inform curriculum development and program planning.

FAMILY LITERACY AND PARENT EDUCATION

A wide range of family literacy activities are provided by several programs in the Initiative. While some programs focus on parenting issues such as how to become actively involved in the education of one's children, others have developed shared reading curricula for parents and their children. Some family literacy projects involve both parents and children in the classroom together, while others work with parents on literacy activities and materials which parents then share with their children at home. One program organized several sessions on child nutrition, child development and reading to children. Adult learners in another program explored how to raise a drug-free child and the effects of AIDS on family life.

". . .we are still using the John Test officially, although we are trying, with a few students, our own assessment package which assesses both English and Spanish skills."

Program Director, a NYCALI program

"...it helped me understand things better. When I get a telephone call on the job, I write down the name and the phone number when they spell it to me. And, I am very proud of myself."

NYCALI student

WORKER LITERACY AND WORKFORCE PREPARATION

Many programs have developed and continue to show interest in workforce literacy. However, core literacy goals sometimes differ among programs. For example, some Initiative programs which involve unions tend to interpret worker literacy broadly and aim to empower union members by providing them with the skills necessary to take control of their destinies and expand their life choices. Other programs offer more targeted instruction and support services related to work. These may include activities such as writing resumes and cover letters, filling out forms and applications or reading classified ads.

"Education should be important to every person because without education it's hard finding a good job. I believe we should ask ourselves the question, 'does education mean anything to us?' If the answer is yes, then we must think about the future and move forward."

NYCALI student

PROGRAMMING FOR RETENTION

Retention is one of the major issues facing adult literacy programs. Programs are concerned about students who might drop out because so many of their students have to juggle school with family, work and other role expectations.

One program observed that many parents drop out during the summer because most of the school programs their children attend are closed during this period. To reduce the rate of attrition, and to solve the morale problem created for adult learners who discover in the fall that they have forgotten skills acquired the previous year, this program started an innovative summer project. The program hosted weekly summer trips for parents and children to various historic and recreational sites. Students wrote about the trips and teachers helped them to improve their pieces. Of the parents who regularly participated in this project, close to 75% returned to their literacy class in the fall.

"I feel better about myself. I know that it's not impossible to do the things I'm doing for myself now."
NYCALI student

MULTICULTURAL AWARENESS

This year, many programs organized activities to celebrate cultural diversity among adult learners and to find ways in which student diversity might enrich instruction. For example, some programs organized plays, readings and film discussions to recognize African-American Heritage Month or participated in the National Black History Read-In. One program organized a Cultural Awareness Week aimed at helping students to appreciate the value of cultures other than their own.

A student in one of the programs designed a multicultural mural which was exhibited at a Community Development Agency's cultural fair. Some students of African descent presented a performance on their cultural heritage during African-American Heritage Month. An instructor in another program created an "international cookbook" which reflected the diverse background of students in her classroom.

INSTRUCTIONAL APPROACH

Within classrooms, instruction continues to take place in various settings such as traditional classes, individual tutorials and computer labs. In addition, students are increasingly encouraged to learn collaboratively by solving problems in small groups and resolving conflicts and differences in opinion through a democratic process.

During the 1990-91 program year, one program experimented with multi-level classes in which BE students at all levels of reading and writing competency worked together toward the solution of a particular problem. A thematically-based curriculum provided students with the opportunity to share their knowledge with peers at varying skill levels.

Multi-level collaborative classes provide students with the opportunity of learning from both teachers and peers and also allow learners at higher levels of cognitive and literacy-related skills to serve as teachers to their counterparts at lower levels. They further help in creating a supportive classroom environment by reducing stress generally associated with more competitive learning situations.

CHALLENGES AND EXPECTATIONS

"Waiting lists are a big problem for us because we do not have sufficient funds to pay teachers and other expenses especially in ESOL since there is a great neighborhood need for this and we are the only CBO. We could do much more in all levels of ABE if the money were there."

Education Director, a NYCALI program

The New York City Adult Literacy Initiative has provided instruction for thousands of adults who otherwise would have no opportunity to meet their educational needs. Tens of thousands of adults have improved their reading, writing, math and speaking skills through participation in programs, and others have learned to take control of their lives.

However, many adults who are in need of services provided by the Initiative cannot receive them because programs do not have the funds for additional classes. Thus, many adults who want to improve their literacy skills continue to remain on waiting lists.

It should be noted that the 54,568 adult learners who were served by the Initiative during the 1990-91 program year represent only a very small proportion of adults needing the services programs provide.

If dropout rates from high schools and immigration trends continue, we can expect the population with literacy needs to increase in the years ahead.

The adverse economic climate in New York City and State during the 1990-91 fiscal year led to a reduction in funding allocated to programs. Thus, programs had to face the difficult challenge of maintaining their level of programming with less resources.

In accepting this challenge, several programs were able to meet their projected goals. The data in this report suggest that practitioners and agencies worked harder than ever to meet the literacy demands of New Yorkers in a difficult fiscal climate. Learners, for their part, demonstrated strong determination to develop their reading, writing, math and English language abilities. The long waiting lists of potential students who could not be accommodated due to restrictions on space and resources is a testimony to this growing need for literacy instruction, and further points to the need for expanded funding for such services.

The continuation and expansion of BE, ESOL, BENL and math programs is vital to the hopes and goals of thousands of New Yorkers, and to the city in which they live. Evidence provided by research and by the experiences of adult learners and the practitioners who work with them increasingly suggests that participation in adult education positively affects the work, parenting and community involvement of students.

In this time of dwindling public resources, efforts should be concentrated on those services which empower New Yorkers to maximize their potential as workers, family members and citizens. Providing the literacy and language tools which enable adults to participate more fully at work, in their communities and in their neighborhood schools is a sound and essential investment in the future of our city.

"We continue to be visited by many more ESOL students than we are budgeted to service. Often students must wait long periods of time before they can be enrolled. Some simply go elsewhere or choose to attempt to function without the ESOL instruction they are in dire need of. In addition, the budget limits our counseling hours. Many more are needed given the problems confronted by the immigrant population we serve. Additional funding for classes and counseling hours would ease the current situation."

Program Director, a NYCALI program

APPENDIX

"We are looking to the future. With time we will improve our reading and writing. We already have more confidence in ourselves." NYCALI student

All programs in the New York City Adult Literacy Initiative submit annual reports to the Mayor's Office of Education Services and the New York State Education Department. Data and information from the these reports are aggregated and used for this Final Report. Thus, *The New York City Adult Literacy Initiative Final Report 1990–91* reflects the literacy activities that occurred in all Initiative programs during the 1990–91 program year.

A computerized management information system is used for collecting and processing data from programs. The City University and community–based organizations utilize the ALIES (Adult Literacy Information and Evaluation System) microcomputer system, and the New York City Public Schools use a central mainframe system.

The public libraries use a different final reporting system, and thus, are not included in much of the numerical data presented in this report. The three libraries, namely, The New York Public Library, Brooklyn Public Library and Queens Borough Public Library served a total of 3,567 adult learners during the 1990–91 fiscal year.

In addition to providing official final reports for submission to funders, data from the ALIES and New York City Public Schools computer systems are combined and edited at the end of each program year to produce the New York City Adult Literacy data base. Each year, this data base is analyzed to provide a demographic profile of adult learners and to address issues important to practitioners, funders and policy makers. Additional information on data base analyses may be obtained through the Literacy Assistance Center.

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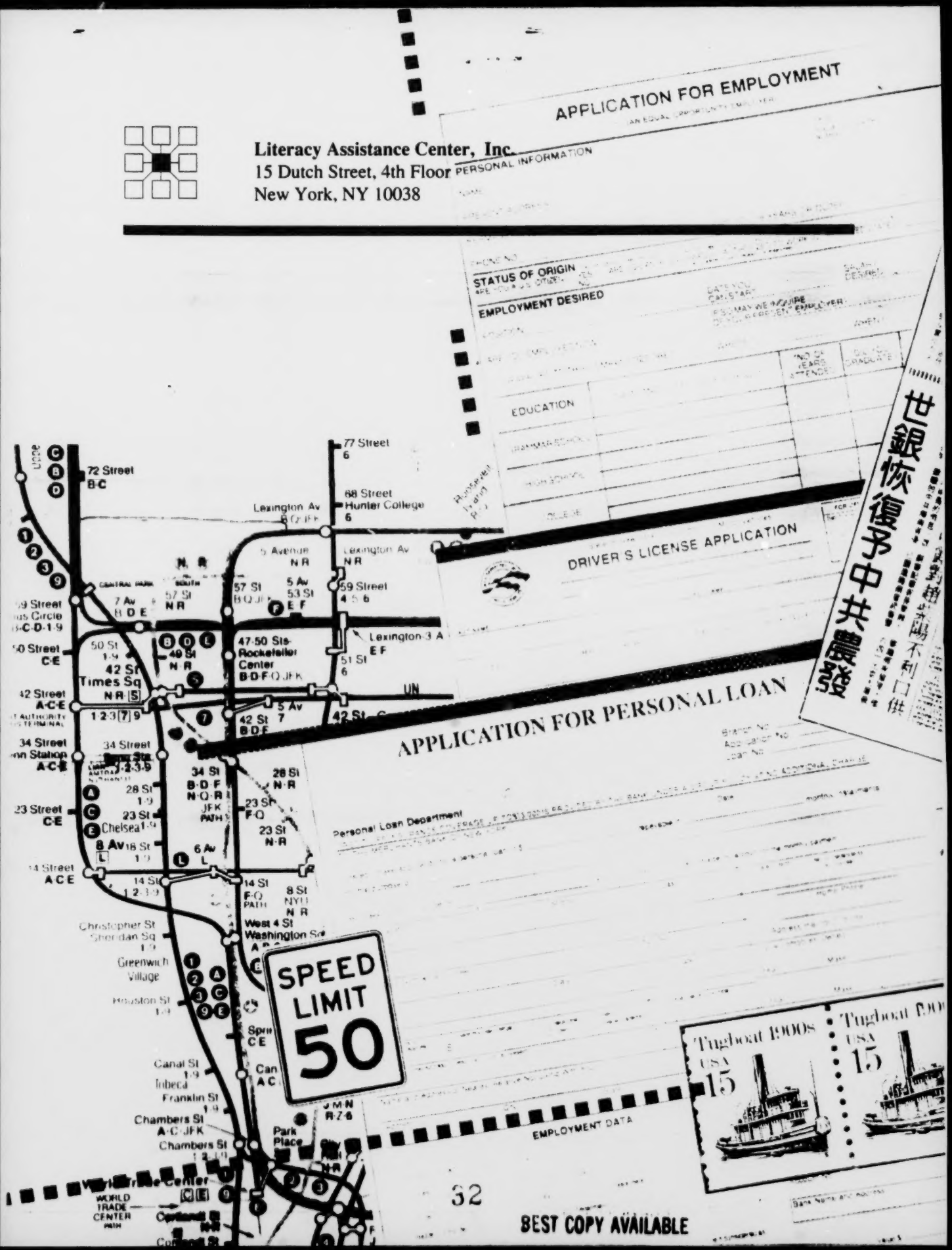

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